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ABSTRACT

This document presents a framework for vocational education (VE) in Australia. Section 1 presents an overview of the range of references in Australia's "Adelaide Declaration on National Goals for Schooling in the 21st Century" to elements of VE in schools and linkages between the education/training sector and business/industry. Section 2 lays out a vision and principles of VE in Australian schools. Section 3 describes the following key elements of Australia's framework for VE: (1) vocational education and training; (2) enterprise and vocational learning; (3) student support services; (4) business and community partnerships; (5) effective institutional and funding arrangements; and (6) monitoring and evaluation. Section 4 lists Australia's national priorities for VE for 2001 and details implementation strategies for each of the six key elements of VE. The strategies are presented in implementation strategy tables consisting of the following components: the area of specific activity; agreed-upon broad outcomes; indicative time lines for each outcome; key agencies involved in achieving the outcome; and examples of key actions for achieving each outcome. Section 5 discusses factors related to arrangements for state and territory government systems and nongovernmental education authorities and schools that influence Australia's national implementation strategy. Section 6 presents four recommendations regarding the strategy's implementation. (MN)

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MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

MCEETYA Taskforce on Vocational Education and Training (VET) in Schools

THE VOCATIONAL EDUCATION IN SCHOOLS FRAMEWORK

- overview & implementation strategy -

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1. FOREWORD

1.1 The '*Adelaide Declaration on National Goals for Schooling in the Twenty First Century*' were endorsed at the April 1999 MCEETYA meeting. They contain a range of references to elements of Vocational Education in schools and linkages between the education and training sector, business and industry.

Schooling should develop fully the talents and capacities of all students. In particular, when students leave school they should:

- *have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, VET, further education, employment and life-long learning.*

In terms of curriculum, students should have:

- *participated in programs of vocational learning during the compulsory years and have had access to VET programs as part of their senior secondary studies;*

- *participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.*

Schooling should be socially just, so that:

- *all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.*

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The preamble to these goals indicates that:

The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- *further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community.*

1.2 These goals outline the destination towards which school systems, schools, students, teachers and parents are being asked to direct their efforts. They also seek to broaden traditional approaches to include the wider community, and particularly in the case of Vocational Education and Training, require productive partnerships to be developed with business and industry.

1.3 In response to the National Goals, the MCEETYA Taskforce on Vocational Education and Training (VET) in Schools proposed to Ministers in March 2000 a New Framework for Vocational Education in Schools. At its heart lies the imperative for improving the transition of all young people from school to work and further study, signaling a broadening of the agenda to include a focus on Vocational Education and Training for senior secondary students as well as expanded roles for community partnerships, the centrality of lifelong learning, Key Competencies, enterprise education and integrated career information and guidance services.

1.4 State and Federal Ministers agreed to the further development of the Framework and asked the Taskforce to prepare an implementation strategy for the 2001 school year. At the same time Ministers noted the "*need to improve mechanisms for coordinating policy, program and resource management across the broad area of Vocational Education in schools*" and asked the Taskforce to "*to progress more coordinated and integrated approaches in this area, with particular attention to streamlining diverse funding initiatives and focusing on outcomes driven arrangements.*"

1.5 The VET in Schools Taskforce needs to work in close collaboration with the National Careers Taskforce on the New Framework for Vocational Education in Schools especially in relation to Career Education.

1.6 In preparing this report to Ministers the Taskforce has consulted with all school systems and authorities, Boards of Studies, CESCEO, DETYA, ANTA, ASTF, ACTU and ACCI.

2. VISION AND PRINCIPLES

2.1 The Framework is to be built upon the following vision and principles, noted by Ministers in March 2000 when Ministers' agreed to the further development of the framework with a view to implementation in the 2001 school year.

Vision

"Vocational Education in Schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It engages students in work related learning built on strategic partnerships between schools, business, industry and the wider community."

Principles

1. *Vocational Education is an essential and valid element of the education of all students.*
2. *Vocational Education will improve the transition of young people from school to work by acknowledging the importance of Lifelong Learning.*
3. *Vocational Education will facilitate young people learning in a variety of settings, including the classroom, workplace and the wider community.*
4. *Vocational Education will integrate a range of school-to-work initiatives and facilitate the involvement of employers, industry and the community generally.*
5. *Vocational Education is a shared responsibility in the community and fosters collaboration between education, business, government and community interests.*
6. *Vocational Education will ensure through creative and flexible approaches that all students have access to the widest possible range of its programs so they can acquire broad work related skills and competencies to the highest possible level.*
7. *Vocational Education will ensure that students and their school communities have a recognised, significant and valued role in contributing to social, regional and economic development.*

3. THE FRAMEWORK

3.1 The framework provides a long-term commitment from stakeholders to working together to achieve improved recognition of Vocational Education outcomes for all young people. It will encourage the development of partnerships between education communities, business, unions and Government. It provides for coordination of overall directions, strategies and actions to harness joint effort to work progressively towards agreed goals.

The framework is described in terms of six key interrelated and mutually dependent elements.

3.2 KEY ELEMENTS

1: *Vocational Education & Training*
Appropriately accredited industry specific training based on AQF qualifications and competencies endorsed within the National Training Framework.

2: *Enterprise & Vocational Learning*
Enterprise and vocational perspectives incorporated into general learning that is appropriate for all years of schooling.

3: *Student Support Services*
Services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially the inclusion of explicit career education programs in school curriculum. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work.

4: *Business & Community Partnerships*
Mechanisms that foster close cooperation between all levels of government, business, community organisations, education and labour market authorities.

5: *Effective Institutional & Funding Arrangements*
Policy coherence and effective program implementation through institutional arrangements for the organised and continuous involvement of all relevant players at the national, state and local levels.

6: *Monitoring & Evaluation*
Data collection processes to provide information that will enable the effectiveness of current and future arrangements to be measured.

3.3 SUMMARY OF THE KEY ELEMENTS

Key Element 1: Vocational Education & Training

- A new set of principles and guidelines will be developed to ensure that VET in Schools programs, including a component of structured workplace learning (where appropriate) successfully become a fully integrated and sustainable feature of senior secondary schooling with strengthened quality assurance arrangements.
- VET in Schools programs will comply with the Australian Recognition Framework and progressively implement Training Packages.
- VET Qualifications within the AQF gained by school students will be increasingly recognised for tertiary entrance purposes and will be accepted in the employment market.
- A range of issues will be addressed to support the expansion of New Apprenticeships for school students.

Key Element 2: Enterprise & Vocational Learning

In order to enhance all young people's transitions, employment related skills will be:

- Made explicit in compulsory curriculum and post-compulsory education and training, and emphasised in work-based and community-based learning;
- emphasised as foundations for lifelong learning
- included in policy frameworks for improving all young people's transitions.

Opportunities for involving young people in Enterprise Education programs and activities will be identified and implemented. Such programs will:

- develop their resourcefulness, and contribute to their general education and preparation for the diverse and changing world of work through learning in real life and simulated settings;
- promote curriculum and organisational reforms by encouraging schools to further develop and enhance partnerships with the wider community, including business.

Key Element 3: Student Support Services

Career Education in schools will:

- be explicitly included in the school curriculum;
- involve community members such as employers and parents and link education, labour market and welfare services;
- provide young people with the opportunity to acquire and demonstrate achievement of employment related skills.

Young people will be provided with readily accessible, well organised, accurate, comprehensive and current careers and labour market information to enable them to make informed transition decisions. This could include:

- schools cooperating with employers, unions, employment services, and other relevant organisations in gathering and disseminating local, regional and national industrial trends and job opportunities;
- the production of high quality information in a variety of formats able to be used independently by young people, and is underpinned by mechanisms which provide adequate personal levels of assistance.

School-community partnerships will assist young people in transition by establishing arrangements from school to work. This could include:

- following them up as they move into post-school destinations;
- connecting them to appropriate learning and work opportunities;
- providing mentoring, brokering, or other appropriate support;
- assisting them in developing personal transition plans and becoming informed about new and expanding opportunities in the labour market.

Key Element 4: Business & Community Partnerships

Government and non-government agencies at local, State/Territory and national levels in partnership with business, unions and the community will support and enable schools and local partnerships greater flexibility to:

- create more diverse learning experiences and post-school opportunities for young people;
- facilitate and support employers to participate in Enterprise and Vocational Education activities;
- coordinate local programs and services for young people;
- implement local responses to the transition issues facing young people.

Key Element 5: Effective Institutional Funding Arrangements

Arrangements will be developed between the Commonwealth and the States/Territories government systems and non-government school authorities, where applicable, to maximise the effectiveness of approaches to policy, planning, funding and service delivery. The arrangements will ensure improved long term mechanisms for coordinating program and resource management across the broad area of Vocational Education in Schools tailored to the unique situation of each system and authority, recognising that they have different needs and emphases.

Such arrangements will be:

- supportive of flexibility in local implementation;
- broad based in order to encourage and facilitate greater stability in government funding, greater cooperation at the business community level, and greater flexibility;
- agreed with the Commonwealth over a long term.

Key Element 6: Monitoring & Evaluation

There will be a nationally agreed collection mechanism through MCEETYA for gathering data about Vocational Education in Schools programs encompassed by the new framework.

The tracking and monitoring of young people after they leave school will be investigated in order to:

- identify students who become vulnerable or potentially at risk of not making successful transitions;
- help schools and school systems to assess their achievements in supporting young peoples' transitions;

and be consistent with work of the National Education Performance Monitoring Taskforce.

4. NATIONAL IMPLEMENTATION STRATEGY

NATIONAL PRIORITIES FOR 2001

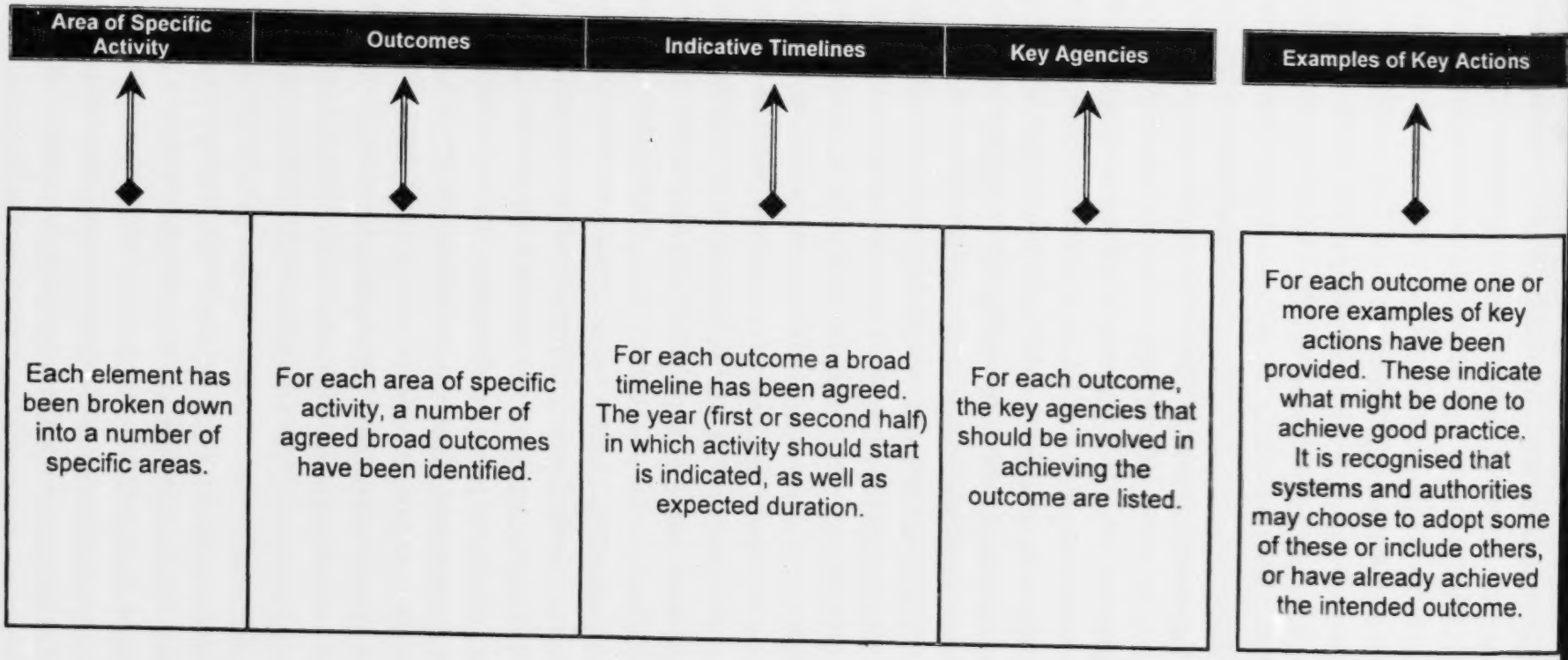
4.1 The following priorities have been identified for action in 2001 at a national level.

- Commence implementation of the Vocational Education in Schools Framework (hereinafter referred to as the Framework) according to the National Implementation Strategy.
- Establish new mechanisms to address the Framework and provide policy advice on its development and implementation.
- State/Territory systems and non-government education authorities will announce policy and action plans that outline how it is intended to implement the Framework.
- Implement national awareness raising activities in consultation with key stakeholders including employees.
- Identify resource implications and the range of resources available that can be drawn together to provide support for the implementation of the Framework, and clarify funding arrangements for 2001-2004.
- Develop, through MCEETYA processes, a nationally agreed definition for Enterprise Education and proposed reporting arrangements on Enterprise and Vocational Learning.
- Develop, through MCEETYA processes, nationally agreed performance measures and data collection processes to inform the implementation and development of the Framework.
- Implementation of the ANTA VET in Schools program based on revised guidelines, the expansion of New Apprenticeships for school students and considering the implications of the work on the Australian Recognition Framework (ARF) and arrangements for the consistent application of the ARF in secondary schools.
- Continue development of processes to increasingly recognise achievement in VET in Schools programs undertaken as part of a senior secondary certificate for admission to university, both nationally and within school systems and authorities, Boards of Studies and with universities.
- Develop national principles and guidelines that support broad community partnerships.

- Continue development of arrangements both nationally and within school systems and authorities and Boards of Studies of arrangements to support and acknowledge business and community contributions to the uptake of the Framework.
- Work with other agencies to ensure the provision of career education and transition management programs for students.

FORMAT OF THE IMPLEMENTATION STRATEGY TABLES

4.2 The following tables outline an implementation strategy for each of the six key elements of the New Framework. Each strategy is organised under the following headings:



VOCATIONAL EDUCATION & TRAINING: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
VET in Schools	Agreed national principles and guidelines to underpin further development for VET in Schools.	►					• State/Territory Systems and Non-Government Education Authorities • ANTA • MCEETYA Taskforce	• Develop principles and guidelines focused on sustainability, skill shortages, national consistency and quality assurance.
	Agreed funding arrangements for ANTA VET in Schools funding for 2001.	►					• MCEETYA Taskforce • ANTA, State/Territory Systems and Non-Government Education Authorities	• Develop an agreed allocative mechanism for 2001 ANTA VET in Schools funds.
	Agreed funding options for VET in Schools for 2002-2004 that take account of: • a funding framework which sets conditions that promote the integration into schools' and systems' budgets and operations and transfer of resources to VET from other activities; • evidence of alignment between end of school and VET qualifications and recognition of VET achievements, including for tertiary entrance; • conformity of VET in Schools, in quality and status, with the National Training Framework, to the maximum that is possible; • evidence of attainment of the ongoing support and confidence of employers, particularly through partnerships at the local level; and • more comprehensive measurement and accountability.	►	►				• State/Territory Systems and Non-Government Education Authorities • ANTA • DETYA • ASTF • ACACA agencies	• Validate the Ernst & Young report costings of VET in Schools programs and identification of cost efficiencies. • Identify sources of funding for VET in Schools programs and develop an agreed allocative mechanism for 2002-2004. • Review VET in Schools arrangements arising from changes made to Australian Recognition Framework (ARF) arrangements by ANTA MINCO.

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VOCATIONAL EDUCATION & TRAINING: IMPLEMENTATION STRATEGY

[CONTINUED]

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
VET in Schools	Explicit and well organised education and training pathways that: • Increasingly provide complete and transparent recognition of achievement in VET in Schools programs in end-of-school certification and for tertiary entrance purposes; • are widely understood and accepted by business and the community; • take account of business and industry requirements.	►	► ►	► ►	► ►		• National VET-TER Working Group • ANTA • AVCC • Boards of Studies • State/Territory Systems and Non-Government Education Authorities • Universities • DETYA	• Continue the development of processes to recognise achievement in VET courses undertaken as part of the senior secondary certificate for admission to university • Raise awareness of VET pathways through initiatives that promote the status of VET in Schools programs and the potential to provide access to post school destinations
	There is increased quality of, and opportunities for Structured Workplace Learning as an integral component of VET in Schools programs.	►	► ►	► ►			• Business and Industry • State/Territory Systems and Non-Government Education Authorities • ASTF	• Refine the definition of Structured Workplace Learning. • Implement training and professional development for key stakeholders. • Increase coordination between schools, TAFE and employers. • Develop more explicit roles for industry associations. • Promote communication strategies on mutual expectations at the local level between schools and employers • Promote leadership roles for employers at the local level.

VOCATIONAL EDUCATION & TRAINING: IMPLEMENTATION STRATEGY

[CONTINUED]

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies
New Apprenticeships for School Students	Participation of School Students is increased.	►	►	►	►	►	• MCEETYA Taskforce • ANTA • State/Territory Systems and Non-Government Education Authorities • State/Territory training authorities • DETYA • Business and Industry • ASTF • ACACA

Examples of Key Actions

- Develop a re-drafted set of principles.
- Identify the impact on future VET sector funding arrangements of extending the use of funds provided through State Training Authorities for the training of New Apprentices who are school students.
- Identify long term support arrangements to ensure the coordination, promotion and supervision of high quality programs.
- Identify the potential for the recognition of VET competencies in students' part-time employment
- Expand into industry areas where there are skills shortages.
- Disseminate best practice models in the coordination and delivery of New Apprenticeships for school students.

ENTERPRISE & VOCATIONAL LEARNING: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
General Employability Skills and Lifelong Learning	Employment related skills are: • defined and agreed nationally; • emphasised as foundations for lifelong learning, and • integrated explicitly in curriculum frameworks.	► ►	► ►				• State/Territory systems and Non-Government school authorities • Boards of Studies • Business and Industry • DETYA • ANTA	• Review and identify the positioning and integration of employment related skills across the curriculum. • Extend work already undertaken on Key Competencies and the development of enterprise skills and attributes.
	Young people have access to learning in a broad range of settings which assist them to acquire employability skills and skills for lifelong learning.	►	► ► ► ► ►				• State/Territory Systems and Non Government School Authorities • ASTF • ANTA • DETYA	• Incorporate opportunities for the development of employment related skills in the design of learning experiences. • Incorporate and implement new and emerging models of delivery of work based or community based learning programs that enhance students general employability skills and understanding of work. • Implement professional development and pre-service programs for teachers.
	Strategies are developed that reinforce the role of schools as community learning resources.		► ► ► ► ► ► ► ►				• State/Territory Systems and Non-Government School Authorities • ASTF • ANTA • DETYA	• Identify (or develop) and trial different models of schools as learning organisations which assist transitions, evaluate them and disseminate examples of best practice.
Enterprise Education	There is a nationally agreed definition of Enterprise Education.		► ►				• State/Territory Systems and Non-Government School Authorities • DETYA • Business and Industry • ASTF	• Representatives from all nominated lead agencies develop an agreed definition of Enterprise Education and its relationship to generic skills and competencies.
	Students participate in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.			► ► ► ► ► ►			• State/Territory Systems and Non-Government School Authorities • DETYA • Business and Industry • ASTF	• Strategies implemented to develop Enterprise Education at all levels of schooling. • Integration of enterprise concepts across the curriculum. • Develop community awareness of the importance of enterprise skills.

ENTERPRISE & VOCATIONAL LEARNING: IMPLEMENTATION STRATEGY

[CONTINUED]

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
Enterprise Education	Business and communities work in partnership with schools in developing, implementing and evaluating projects.			►	►	►	• State/Territory Systems and Non-Government School Authorities • DETYA • ASTF • Business and Industry	• Training and continuing development of teachers. • The development of new curricula; re-working and establishing new priorities in existing curricula. • The development and dissemination of materials to support the development of enterprise education.
	Enterprise Education promotes the growth of partnerships between schools, business and community and maximises the potential and resourcefulness of individuals and communities.		►	►	►	►	• DETYA • State/Territory Systems and Non-Government School Authorities • ASTF	• Develop and encourage innovative activity in the community. • Encourage innovation in school curriculum, school teaching, and school management. • Foster the greater involvement of resources of regions in the support of education initiatives. • Promote appropriate enterprise programs run by external agencies.

STUDENT SUPPORT SERVICES: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
Career Education in Schools	Students will participate in a range of Career Education programs and activities in both the compulsory and post-compulsory years of schooling, including those that are integrated within the curriculum, that: • provide them and their families with accessible information; • engage them in self directed processes of personal assessment and job and course exploration; • provide experiences in work and community settings; • have systematic and organised involvement by community members such as employers and parents.	►	►	►	►	►	• MCEETYA Taskforce • ASTF • State/Territory Systems and Non-Government School Authorities • DETYA • Boards of Studies	• Develop nationally agreed guidelines for Career Education in schools programs that provide practitioners, school leaders and communities with appraisal tools. • Link career education in schools programs to wider community strategies in order to connect education, labour market and welfare services for young people. • Schools provide stronger support to each young person by: – developing a personal learning and transition plan; – providing the opportunity to demonstrate, document and articulate their achievement of skills and competencies.
Career and labour market Information	Students to have accurate and comprehensive career and labour market information.	►	►	►			• MCEETYA Taskforce • State/Territory Systems and Non-Government School Authorities	• Develop computerised methods of delivering career and labour market information that can be located in schools, in mobile facilities or information centres. • Governments and all schools provide young people accessible information throughout the transition process.
Career and Transition Management	Integrated and individualised local delivery mechanisms have been organised for Careers and transition management services including: • Follow up for young people as they move through school into post-school destinations; • Linking young people into appropriate learning and work opportunities; • Support for young people through mentoring, brokering or other appropriate approaches; • Provision of personal advice and guidance for young people.	►	►	►	►	►	• DETYA • State/Territory Systems and Non-Government School Authorities • ANTA	• Review the Jobs Pathway Program. • Develop a range of demonstration models of careers guidance and transition services which integrate education, labour market and welfare services at the local level. • Recognise and support existing Community Partnerships that enhance local employment and educational opportunities and consolidate and expand their activity through Commonwealth – State/Territory Government Agreements.

BUSINESS & COMMUNITY PARTNERSHIPS: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies
Community Partnerships	Mechanisms are in place to allow strong and effective community partnerships to enhance local educational and employment opportunities and expand local services and activities. This includes: • Information about education and business-community partnerships to develop policy and practice; • Planning mechanisms; • Monitoring and evaluation processes that allow partnerships to measure their own performance.		► ► ► ►				• MCEETYA Taskforce • ASTF • State/Territory Systems and Non-Government School Authorities • DETYA • State/Territory Systems and Non-Government School Authorities • ANTA

Examples of Key Actions

Formulate clear objectives for partnerships between school training providers, local government, enterprises, unions and community and other government agencies that focus on:

- Education and training opportunities;
- Enterprise and innovation;
- Diverse learning environments and post-school opportunities;
- Following up and supporting young people into post-school destinations;
- Gathering and using knowledge about partnerships to inform policy and infrastructure arrangements.

Establish State/Territory - Commonwealth policy frameworks that foster and strengthen partnerships by:

- Encouraging flexible, cross-portfolio approaches;
- Giving greater discretion to community- based proposals developing youth transition strategies;
- Encouraging resource sharing;
- Identifying high need communities for targeted initiatives;
- Disseminating good practice;
- Reinforcing and supporting the ASTF to build effective partnerships among schools, employers and communities.

BUSINESS & COMMUNITY PARTNERSHIPS: IMPLEMENTATION STRATEGY

[CONTINUED]

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
Business participation models	Increased participation of business and industry through incentives and opportunities to participate in a variety of ways at systemic, regional and local levels.		► ►	► ►			• ASTF • Business and Industry • ANTA	Develop an employer participation model that: • Supports employers of all sizes customise the participation in Enterprise and Vocational Education activities; • Can be used by employers to evaluate resources and target them to areas of opportunity.

EFFECTIVE INSTITUTIONAL & FUNDING ARRANGEMENTS: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
Improving current Commonwealth-State/Territory Arrangements related to the areas described in this framework	State/Territory and Commonwealth arrangements that enable integrated and coordinated approaches to policy, planning, funding and service delivery for operation from start of 2002.		► ►	► ►	► ►	► ►	• Commonwealth and State/Territory Systems and Non-Government School Authorities • ASTF • ANTA	• Jointly establish arrangements to develop framework agreements.
	Coordinated and collaborative approaches across programs and funding sources have been established.		► ►	► ►			• DETYA • ASTF • ANTA • State/Territory Systems and Non-Government School Authorities	• Coordinate mapping across programs and funding sources at Commonwealth, State and local levels.
	Planning and funding systems in place that: • Promote local flexibility and delivery; • Enable broad based funding arrangements; • Promote integrated approaches to policy and planning; • Provide confidence and certainty for local stakeholders.		► ►	► ►			• MCEETYA Taskforce • State/Territory Systems and Non-Government School Authorities • Commonwealth • ANTA • Business, industry and community • ASTF	• Examine program and funding design to ensure funding arrangements are innovative, streamlined, more flexible and outcomes driven. • Form or redeploy consultative arrangements in each State/Territory for the provision of advice on: – Infrastructure that coordinates Enterprise and Vocational Education initiatives; – Structures to facilitate cooperation between industry, systems, authorities, government agencies and the community; – Fresh approaches to integrating activities and facilitating business and industry involvement.
Coordinating policy	Increased policy coherence and effective program implementation.		► ►	► ►	► ►	► ►	• MCEETYA	• Monitor national approaches toward implementation and enhancement of school education with respect to the framework.

MONITORING & EVALUATION: IMPLEMENTATION STRATEGY

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
National Data Collection VET in Schools	A nationally consistent data collection for VET in Schools agreed to by MCEETYA.	► ►	► ►	► ►	► ►	► ►	• MCEETYA Taskforce • NEPM Taskforce • Government and Non-Government School Authorities • Boards of Studies • ANTA • State/Territory training authorities	• Develop nationally agreed performance measures for VET in Schools in consultation with the National Education Performance Monitoring Taskforce. • Obtain formal agreements of States and Territories to identify measures • Identify changes required in systems and procedures in each State/Territory to align to AVETMISS standards. • Establish working groups in each State and Territory to provide detailed analysis of implementation issues and resource implications. • Implement from 2002 a nationally consistent reporting framework for secondary schools.
Performance Measures for Enterprise and Vocational Learning	A nationally consistent and cost effective reporting framework for Enterprise and Vocational Learning agreed to by MCEETYA.		► ►	► ►	► ►	► ►	• MCEETYA Taskforce • NEPM Taskforce • State/Territory Working Groups consisting of Government and Non-Government School Authorities, Board of Studies and State/Territory training authorities • DETYA	• Develop nationally agreed definitions and a framework for Enterprise and Vocational Learning. • Develop nationally agreed Key Performance Measures for Enterprise and Vocational Learning in consultation with the National Education Performance Monitoring Taskforce. • Establish working groups in each State and Territory to provide detailed analysis of implementation issues, such as: – explicit inclusion of Vocational Learning in curriculum frameworks; – professional development programs.

MONITORING & EVALUATION: IMPLEMENTATION STRATEGY

[CONTINUED]

Area of Specific Activity	Outcomes	Indicative Timelines 2000	2001	2002	2003	2004	Key Agencies	Examples of Key Actions
Monitoring and Tracking	Mechanisms to track the progression and destination of young people are established.		► ►	► ►	► ►		• Commonwealth • State/Territory Government and Non-Government School Authorities	Implement arrangements which provide for: • a base level monitoring system for young people which will allow schools to report and individual communities to assess the success of local achievements; • a local monitoring tool to ensure that all young people can be followed up and given appropriate support.

5. FACTORS INFLUENCING THE NATIONAL IMPLEMENTATION STRATEGY

5.1 In preparing this implementation strategy, the VET in Schools Taskforce took note of the following factors which relate to arrangements for State and Territory government systems and non-government education authorities and schools:

- parts of the strategy may already be in place, or in progress, but may need to be expanded upon and enhanced;
- the strategy includes 'examples of key actions' against the areas of specific activity under each of the six elements of the framework as a guide to good practice.
- there are resourcing implications for the implementation of the Framework which each jurisdiction needs to determine according to its own situation;
- long-term sources of funding to achieve priorities outlined in the implementation strategy need to be clarified as a matter of urgency;
- reporting requirements would be agreed by Ministers now and in the future.

The VET in Schools Taskforce also recognises:

- that independent school authorities cannot prescribe action plans on individual member schools, particularly in relation to curriculum;
- there are practical administrative and accountability differences across the school sectors and these may cause variations in the pace of and priorities for implementation;
- there is variation across sectors in the extent to which curriculum is centrally mandated by ACACA agencies in the compulsory years of schooling.

6. RECOMMENDATIONS

1. That Ministers endorse the strategy for implementation of the New Framework for Vocational Education in Schools in 2001 to 2004 and agree to commence implementation in the 2001 school year.

2. That Ministers note that full implementation of the strategies is dependent on the availability of appropriate resources and agree that the Taskforce work jointly with the Commonwealth ANTA, ASTF, State and Territory government and non-government education authorities to establish the detailed resourcing requirements for the new framework for 2001-2004. Ministers agree that the Taskforce provide detailed cost analyses for implementation of the New Framework in addition to the development of a validated costing model for the delivery of VET in Schools programs and the identification of cost efficiencies (as previously agreed in March 2000).

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3. That Ministers:

   - note the need to streamline the present MCEETYA Taskforces that have functions relating to vocational education in schools;
   - agree that the Chair of the VET in Schools Taskforce work with the Chair of the National Careers Taskforce to establish mechanisms for providing Ministers with advice on nationally agreed approaches towards implementation and enhancement of Career Education with respect to the New Framework.

4. That Ministers agree that the Taskforce work jointly with stakeholders to establish the most appropriate title for the Framework and provide advice to the next meeting of Ministers. Ministers note that the Commonwealth will consider funding a consultation and research project to support the Taskforce in this work.

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